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ABSTRACT

This book focuses on transition--the facilitation of the postsecondary adjustment of students, particularly those with disabilities, to work, leisure, and independent functioning in the community. Chapter 1 reviews definitions of transition, highlights a transdisciplinary transition model, and reviews federal legislation to facilitate transition. Chapter 2 discusses the following: a philosophical approach to assessment designed to assist in gathering accurate information about students; variables likely to influence assessment results and issues related to selecting and using assessment devices and interpreting assessment data; advantages and disadvantages of assessment techniques; and areas that need to be assessed for transition planning. Chapter 3 discusses issues associated with individual transition planning and practical and logistical factors to consider when establishing and implementing transition programs. Chapter 4 addresses these training areas: academic skills, vocational skills, career development and education; and life skills. Chapter 5 discusses the placement of students into employment, residential living, and postsecondary educational settings. Chapter 6 addresses the roles that educational professional, parents, students, and representatives from community agencies can assume in the transdisciplinary transition planning process. Chapter 7 discusses characteristics of successful transition programs and two types of model programs. An index is appended. End-of-chapter reference lists contain a total of 245 references. (YLB)

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